



# Diagnostic Center, Central CA

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## 2010-2011 PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT A GLANCE

### AUTISM AND ASPERGER SYNDROME

- A-1 Introduction to Autism Spectrum Disorder
- A-2 Asperger's Disorder and High Functioning Autism: A to Z
- A-3 Autism: Resources for Supporting Individuals with Autism and Their Families
- A-4 Structured Teaching & Environmental Supports
- A-5 Autism: Internet Resources for Special Needs Students
- A-6 Bullying and Asperger Syndrome
- A-7 Autism National Standards and the National Professional Development Center as Guidelines

### AUTISM NATIONAL STANDARDS (2009) ESTABLISHED TREATMENTS AND EVIDENCE-BASED PRACTICES:

- A-8 Applied Behavior Analysis
- A-9 Joint Attention Interventions
- A-10 Pivotal Response Treatment
- A-11 Priming and Reinforcements
- A-12 Visual Schedules
- A-13 Antecedent Interventions and Structured Work Systems
- A-14 Story-Based Interventions
- A-15 Self-Monitoring/Management
- A-16 Video Modeling
- A-17 Peer Training
- A-18 Comprehensive Behavioral Intervention for Young Children w/Autism

### AUTISM ASSESSMENT

- A-19 Autism Characteristics
- A-20 Direct Assessments: ADOS, PEP-3, DAYC, etc.
- A-21 Questionnaires
- A-22 Assessment to Intervention
- A-23 Implications and Report Writing Recommendations

### ASSISTIVE TECHNOLOGY

- AT-1 Assistive Technology: It's More Than a Box on the IEP
- AT-2 The ABC's of AAC
- AT-3 Enhancing Literacy Instruction Through the Use of Low and High Tech Assistive Technology Support
- AT-4 How to Create a Talking Storybook

### BEHAVIOR

- B-1 Maximizing Student Engagement: Minimizing Disruptive Behavior!

### LITERACY

- L-1 Beginning Reading: A Strategic Start
- L-2 It's Never Too Late! Teaching Reading to Older Struggling Readers
- L-3 What's the Word on Words? Vocabulary Support for Struggling Readers
- L-4 Digging for Meaning: Supporting Comprehension in the Content Areas
- L-5 Write Away! Basic Writing Skills for Struggling Students
- L-6 Assessing Reading: Making It Meaningful & Making It Work!

### DIFFERENTIATED INSTRUCTION & INSTRUCTIONAL STRATEGIES

- D-1 "The Two-Step and the Tango"...Differentiating Instruction in the Elementary Classroom
- D-2 "How to Waltz in a Hip Hop World" ... Differentiating Instruction for Junior High and Secondary Students
- D-3 "A-One-and-a-Two" Differentiating Early Mathematics Instruction
- D-4 The A-B-C's of Differentiating Classroom Instruction: Focus on Dyslexia or Other Literacy Deficits
- D-5 "Say It Like You MEAN It!" ... Differentiating Instruction for Students with Language Deficits
- D-6 Strategies to Assist Students in Grades 7-12 With Organization, Attention and Behavior

### PARAPROFESSIONALS

- P-1 Behavior Supports: The Basics!
- P-2 Maximizing Student Engagement and Minimizing Disruptive Behaviors
- P-3 Beyond Tears and Tantrums
- P-4 Maximizing Small Group Instruction
- P-5 It's Never Too Late! Teaching Reading to Older Struggling Readers
- P-6 Digging for Meaning: Supporting Comprehension in the Content Areas
- P-7 Dancing with the Stars: The Powerful Role of the Paraprofessional in Differentiating Instruction
- P-8 Dancing with the Stars: The Paraprofessional's Role in Differentiating Instruction for Students with Language Literacy Needs
- P-9 Dancing with the Stars: The Paraprofessional's Role in Differentiating Instruction for Students with Organizational, Behaviors and Attention Difficulties

### SPECIALIZED TOPICS

- ST-1 Section 504: Staying Legal Without Going Crazy
- ST-2 The Road Less Traveled: Working With Students Who are Non-Verbal
- ST-3 Writing Individual Education Program IEP Goals
- ST-4 Building Communication Opportunities Throughout the Day
- ST-5 Oral Motor Feeding Issues in the School-Aged Child

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